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ABSTRACT

As a supplement to the Los Rios Community College District Master Plan, this paper provides a model for student diagnosis within the district's instructional programs. The report first identifies three diagnostic areas: determination of the remedial instruction needed by students, identification of their preferred learning styles, and survey of their aptitudes and educational objectives. Seven recommendations for the implementation and integration of the diagnostic model within instructional programs are then provided: (1) establish a formalized diagnostic program: (2) encourage all full-time students to undergo diagnosis and enter the instructional program at the educational skill level most appropriate to their current abilities: (3) develop a "pre-college" curriculum to improve learning skills: (4) establish and articulate minimum learning skill levels for each course offered: (5) provide cumulative conceptual levels of instruction for all introductory general education courses: (6) use competency-based instruction where appropriate: and (7) promote the further use of self-paced, open entrance/open exit, computer-assisted instruction. A rationale for each recommendation and a discussion of factors affecting its implementation are presented. The appendix describes a survey of the instructional practices of district faculty. (JP)

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ED188731

A Supplementary Paper To
The Educational Programs Report
of the Los Rios Community College District
Master Plan

AN INTEGRATED STUDENT DIAGNOSIS AND INSTRUCTIONAL MODEL

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AN INTEGRATED STUDENT DIAGNOSIS AND INSTRUCTIONAL MODEL

I. INTRODUCTION

To meet the variety of student instructional needs in the 80's, the Los Rios Colleges will have to build a coordinated process which potentially takes every student from the point of admission through a series of diagnostic guidance and learning experiences, to the successful completion of a vocational, general education or transfer program. The development of such a process in the 80's will be influenced by several factors:

a) the continued enrollment of a wide variety of students in terms of age, preparation and educational goals extending the trend we have become accustomed to in the 70's;
b) limited fiscal resources;
c) the continuation of our current open-door, broad-based mission;
d) slowed growth in enrollment with student F.T.E. growing at a lesser rate than actual student enrollments reflecting a continued growth in part-time enrollments;
e) more students who are employed full or part-time while attending college;
f) more enrollees who place college attendance at a lower priority level in their lives and who will consequently seek convenient locations and times and will be less tolerant of wasted time.

II. PURPOSE

The purpose of this paper is to propose and describe an instructional programs model designed to integrate student diagnosis and guidance with the instructional program. The model is designed to increase student retention and student academic success and to make more effective use of faculty time in the 80's.

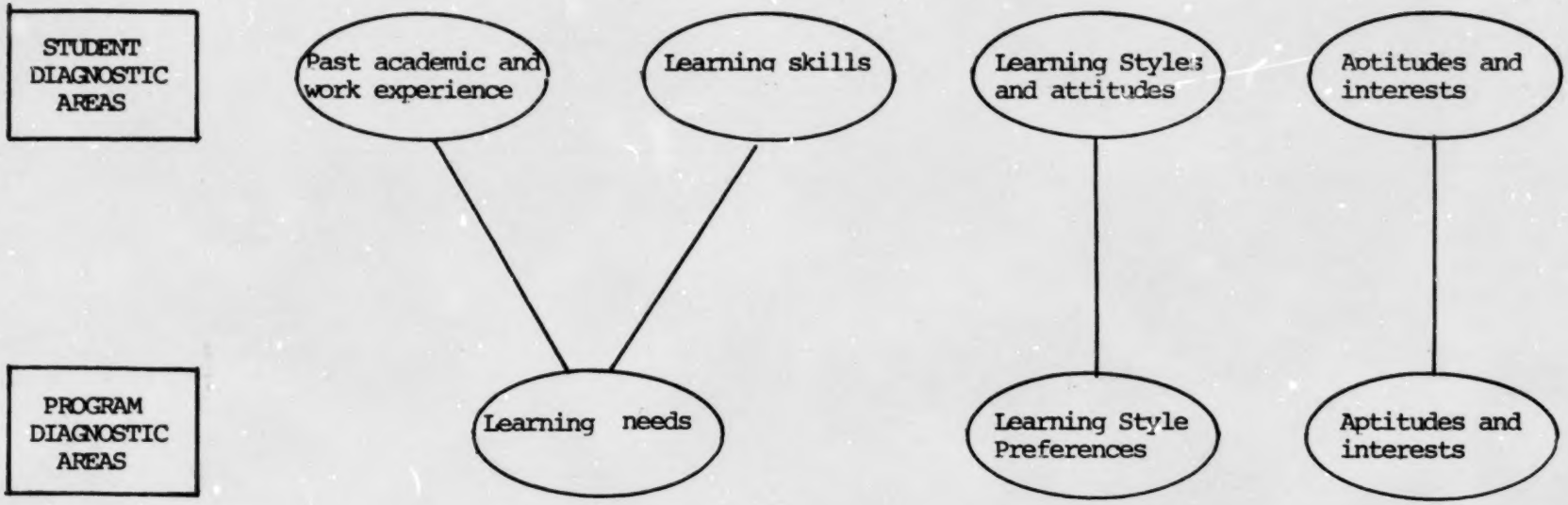
III. OVERVIEW

This model is based on two elements. First, the identification of student needs and desires through a comprehensive student diagnosis program. Secondly, an instructional program designed to meet anticipated student needs and desires and to flexibly adjust to those that are unanticipated but can be reasonably met.

As the key to the model, comprehensive student diagnosis should be available in four general areas: 1) past academic and work experience levels, 2) learning skill levels, 3) learning styles and attitudes, and 4) aptitudes and interests. These diagnostic areas have been covered in the "Diagnosis and Guidance Report." These four student diagnostic areas have been distilled for this report into three student needs areas: 1) learning needs, 2) learning style preferences, and 3) aptitudes and interests (See Table 1). Information from these needs areas will provide criteria against which to evaluate the appropriateness of the instructional program. For this report this process of evaluation will be called "instructional program diagnosis."

TABLE 1

Student diagnosis provides information for the diagnosis of instructional programs.



INSTRUCTIONAL PROGRAM DIAGNOSTIC AREAS

Learning Needs A comprehensive examination of student learning needs (what students need to learn in order to reach their educational or occupational goal) will provide the colleges with information to develop curriculum patterns and teaching modes which provide students with potentially successful learning experiences. this will require the development of some new curriculum and the restructuring of some old curriculum into patterns which allow a student to enter into a learning skills curriculum (curriculum designed to teach tools for learning, e.g., reading, writing, etc.) and/or a content curriculum (curriculum with specific subject matter content, e.g., history, welding, accounting, etc.) at a level consistent with his or her interests and ability. The restructuring should include: 1) the identification of suggested learning skill levels in all courses; 2) the structuring of selected general education classes into "conceptual levels"; 3) the use of a variety of teaching modes with an increased emphasis on mastery learning or competency-based techniques.

Learning Style Preferences The general recognition that people use a variety of ways to take in information, called their learning style preferences, will reinforce the need to provide a variety of teaching modes. Interested faculty who are willing to have their personal learning style assessed will become more conscious of why they structure the content of their classes as they do and why some students adapt better to their class structure than do others. Knowledge about individual instructor teaching styles and each student's learning style will provide counselors and the students themselves with an additional class selection guideline to contribute to the student's potential success.

Aptitude and Interest Knowledge Individual aptitude and interest knowledge will give students, their instructors and their counselors a clearer picture of the congruence of a student's abilities with his or her desires. The results should also be used for more effective guidance into appropriate vocational/occupational or academic programs and classes and the recognition of the need for further guidance based on the congruence of aptitudes, interests, and learning skills. All of this will serve the colleges with an index of program interest and the level of aptitude for current and proposed programs.

INSTRUCTIONAL PROGRAM FUNCTIONS

The three program diagnostic areas then suggest actions which need to be pursued within the four "Instructional Program Functions":* 1) Development, 2) Operations, 3) Instructional Delivery and 4) Evaluation. Among the management recommendations contained in the Educational Programs Report are several that are the result of our current knowledge of the congruity between student needs and desires and the instructional program. The instructional program functions and the pertinent management recommendations have been added to

*The Educational Programs Report was submitted to the Board on March 12, 1980. After further study it seems appropriate to use the broader term "instructional" rather than what has been found to be the more specifically defined term "educational." Therefore this report will use "instructional" throughout to refer to the total program associated with our learning and teaching function.

TABLE 2

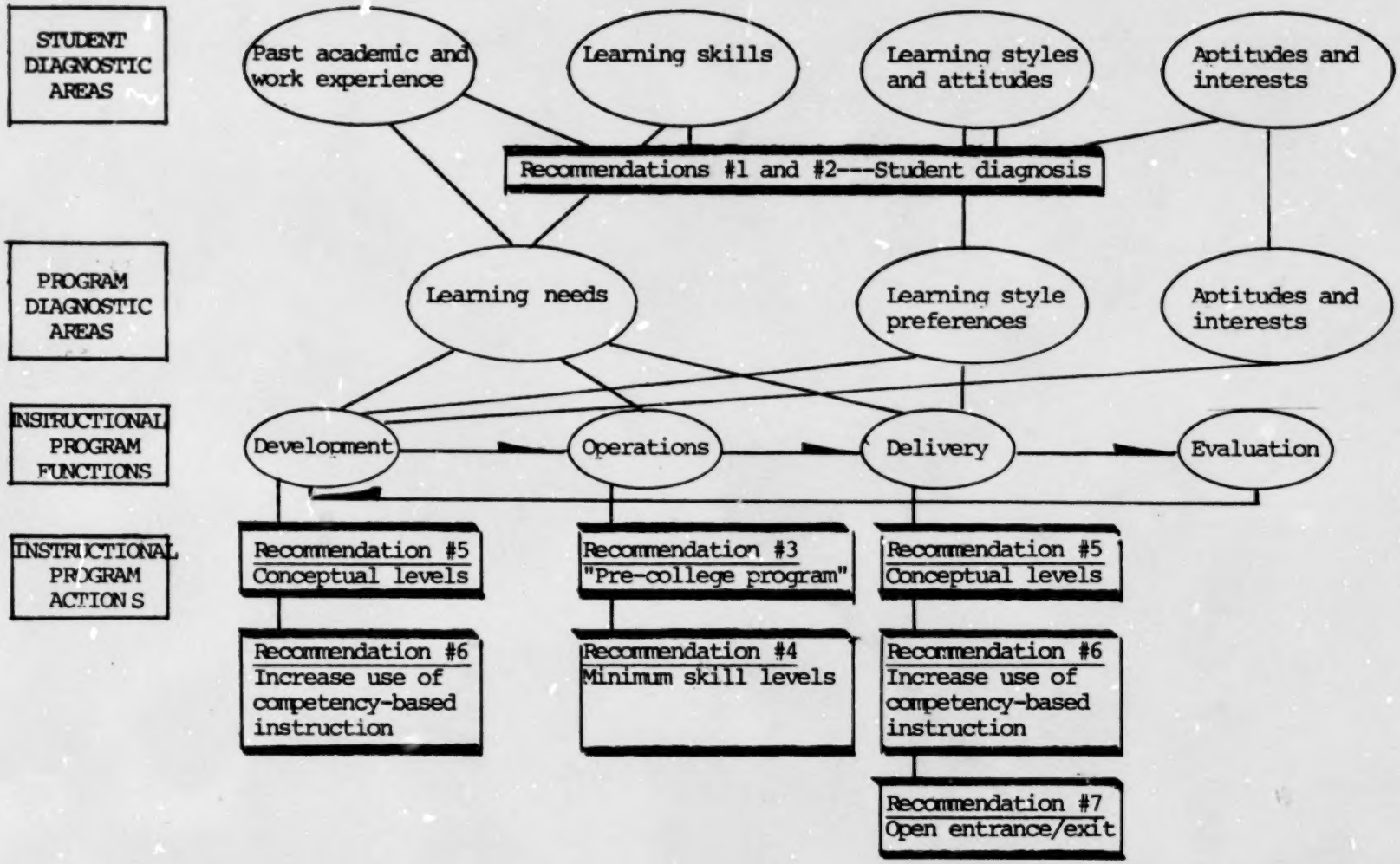

STUDENT DIAGNOSTIC AREAS
Past academic and work experience
Learning skills
Learning styles and attitudes
Aptitudes and interests
Recommendations #1 and #2---Student diagnosis
PROGRAM DIAGNOSTIC AREAS
Learning needs
Learning style preferences
Aptitudes and interests
INSTRUCTIONAL PROGRAM FUNCTIONS
Development
Operations
Delivery
Evaluation
INSTRUCTIONAL PROGRAM ACTIONS
Recommendation #5 Conceptual levels
Recommendation #3 "Pre-college program"
Recommendation #5 Conceptual levels
Recommendation #6 Increase use of competency-based instruction
Recommendation #4 Minimum skill levels
Recommendation #6 Increase use of competency-based instruction
Recommendation #7 Open entrance/exit

Table 1 to create Table 2 which is intended to describe how student diagnostic results flow more functionally through the instructional program system. The remainder of this paper will be devoted to a discussion of the Instructional Program Action Recommendations.

INSTRUCTIONAL PROGRAM ACTION RECOMMENDATIONS

(Numbers 1, 2, 4, 5, and 7 were previously recommended in the Educational Programs Report. Numbers 3 and 6 are additional management recommendations.)

This model will integrate the following recommendations:

1. Recommendation
   Target: Fall 1981

   In order to provide an opportunity for success for its students, each college should establish a comprehensive diagnostic program as outlined in the "Student Diagnosis" Report.

2. Recommendation
   Target: Fall 1981

   All full-time students should be strongly encouraged to participate in the college's full diagnostic program. Such diagnostic program will, among other benefits, afford students the opportunity to enter the college program at the educational skill level most appropriate to their current abilities.

3. Recommendation
   Target: Fall 1981

   That each college identify current offerings which are "pre-college" in nature and develop additional courses to provide for at least 24 units of course work designed to develop "pre-college" learning skills, academic attitudes and cognitive abilities. (This provides for enough units for students to take one year of remedial or developmental work and still meet the minimum number of units required for financial aid.) That these classes be offered under headings of "General Learning Skills", "College and Career Awareness", and "General Education."

4. Recommendation
   Target: A) Spring 1981
   B) Fall 1981

   A. That all departments identify minimum learning skill levels (reading, writing, speech, listening, and computation) for each of their courses which, when not met by the student, will considerably increase the likelihood of failure in the class. Both students and counselors should be encouraged to rely heavily on this standard when considering individual programming choices.

B. That these minimum levels be noted in the catalog and coded in the class schedules. (These are not to be construed as mandatory course prerequisites, but rather only as recognized minimum skill requirements.)

5. Recommendation
Target: Fall 1983

All introductory general education classes should provide at least three conceptual levels of instruction. These levels should be cumulative allowing a student to complete one level and through supplementary work satisfy the next level. Students should be encouraged to enter a course at the level which corresponds to their general learning skill ability. Completion of the next level should require only supplementary work designed to add another level of conceptual complexity to the course content.

6. Recommendation

That each college increase the use of competency-based instruction particularly in the "pre-college" program and in those vocational courses or parts of courses which require only the taking in of knowledge and demonstration of comprehension. (Those vocational courses with labs or shops in which students are required to apply knowledge as a demonstration of comprehension often do, by their nature, incorporate a competency-based feature.)

7. Recommendation

Every possible encouragement be given to the further development of open entrance/open exit, self-paced, computer assisted instruction and other alternate individualized instructional formats.

IV. DISCUSSION AND INTEGRATION OF THE INSTRUCTIONAL PROGRAM ACTION RECOMMENDATIONS

Recommendation 1 and 2 - The Diagnostic Program The case for establishing a comprehensive diagnostic program has been discussed in a separate paper. The success we have at our task of education and training will come closer to its potential if we have more complete knowledge of the nature of those whom we serve. Additionally, given a wide variety of self-information and appropriate guidance, students can be expected to make choices which will increase their opportunities for success. What we already know about the nature of our students points to the actions which follow as ones which should begin immediately. The more we learn the clearer the extent and full nature of these actions will become.

Recommendation 3 - The Recognition and Continued Development of a "Pre-College" Program It is common and accepted knowledge that our colleges have a large number of students who are not prepared for the level of college work they chose to pursue. This lack of preparation most often manifests itself when

students are unable to read introductory textbooks to an adequate level of comprehension to meet minimum course requirements. Writing requirements in courses also reveal a large number of students ill-prepared to express themselves on paper. It is generally agreed that there are minimum levels of ability in these skills which are necessary to successfully meet the rigors of college work. Although the levels of reading and writing skill required for success varies with the program/course--vocational/occupational, transfer or non-transfer general education--there are sufficient skill deficiencies among students in all these programs to warrant remedial action.

Further proof of the preparation problem is available in the most recent report from the Sacramento city College Assessment Center. Of the students who took the reading and English sections of the assessment instrument in the Spring, Summer and Fall of 1979, 41.2% scored above the recommended cutoff for entrance into English 1A, transfer college-level English. At the other end of the spectrum, 683 students or 20.5% of those taking the test, scored in grade level 8 or below in reading and English skills. This provides evidence of the wide variety of skills encountered by faculty. Not all students need to perform at the English 1A level; but few programs/courses can be successfully completed with less than 8th grade reading and English skills.

Indisputable longterm faculty experience represented by the answers to the "Survey of Instructional Practice" (Appendix 1) plus Assessment Center scores have been sufficient proof for our colleges to accept the problem of reading and writing deficiencies and to begin to do something about them. Each of our three colleges has initiated a variety of programs to intercept and inform students who are poorly prepared in reading and writing. Many of these programs are detailed in the Assessment Report. It is time now to take the next step.

When a student is insufficiently prepared for work in English 1A the chances for success in other transfer college-level classes is coincidentally reduced. Reading and writing preparation at the 8th grade level or below will make success in most all college programs considerably more difficult, whether the program is vocational/occupational, transfer or non-transfer general education. As colleges, we need to develop a full program of "pre-college" classes designed to help students bridge the gap between their entrance skill level and the level of skills necessary to successfully engage in the program they wish to pursue. Such a "pre-college" program should consist of at least a sufficient number of courses so that a student could spend two semesters of 12 units each semester making the transition. Such programs as the Psychology/Language and Composition/Reading complex at American River, the HELP program at Sacramento City, and the PREP program at Cosumnes River represent strong beginnings toward such a "pre-college" program.

A complete program should consist of at least three kinds of classes:

1. General Learning Skills classes in:

    a. reading
    b. writing
    c. computation
    d. speaking and listening

2. College and career awareness classes including units in:

    a. study skills
    b. educational planning
    c. vocational/occupational and career planning
    d. self-image strengthening

3. First and second level general education classes in: (See the section in this report entitled "General Education Concept Levels" for an explanation of levels.)

    a. Natural Science
    b. Social Science
    c. History
    d. Humanities

Implementation of this recommendation should improve the college's ability to help students make a successful transition from college entrance to the level of college work expected in the program of their choice. Students should not be put in the position of having to compete in college classes whether transfer or non-transfer until they have gained the skills necessary to enter the race with a fair chance of success.

The use of the kind of credit to be given for these classes is an important element in building this program. How many courses/units will apply towards AA degree general education requirements is also an aspect of the credit problem. Even so, this is a secondary problem to the need to build a comprehensive program of preparation for entrance into a major field of study.

Recommendation 4 - Establish minimum difficulty levels for all courses As more of our students become aware of their learning skill levels, both they and the faculty will be well served if the faculty determines the minimum learning skills recommended for all the courses in the catalog. Certainly the simple knowledge of minimum learning skill levels for a class will not assure a student of success; there are a variety of other factors which affect the teaching/learning situation. But such knowledge will be extremely helpful in guiding a student toward a better chance for college success.

In addition to notations regarding the recommended reading and writing level there will also be courses where minimum computation skills are necessary (most of these are already present in the form of prerequisites primarily in the Math, Science and Voc/Tech areas). Also noting suggested levels of speaking or listening skills may be desirable where a class depends more heavily on either or both of these skills.

Considerable research and practical work has been done over the last ten years about the learning or cognitive style preferences among learners. Such work has shown that all learners have preferred ways of acquiring information. The more sophisticated the learner the more options he or she uses to take in information. Less experienced learners tend to be restricted in the ways they take in abstract information; most often their primary method is through verbal/auditory means rather than through visual means. As a learner becomes more experienced in terms of his or her general learning skills and cognitive

processes the variety of ways effectively used to acquire knowledge is increased. Experience with our students suggests that a significant number of them are not experienced learners. The colleges have recognized this in the past and responded in some areas with more individualized programs. It seems that a logical next step would be to increase our ability to match learners with their best method of learning.

Discovery by a student of his or her best-way-to-learn is provided by a process called "cognitive mapping." Several programs are in place in other community colleges designed to provide students, their counselors and instructors with individual learning profiles or "maps." Experience has been positive particularly where faculty have participated by developing profiles for themselves and their courses. These profiles for courses and instructors when printed in catalogs and schedules provide another helpful key for students to raise their retention and success rate by matching their learning style to an instructor's teaching style as reflected in the instructor's course requirements and content organization.

In summary, students will be better served when we can give them more information about what general learning skills they should have before attempting a class. In addition, an understanding of their individual learning styles and the opportunity to both broaden their cognitive styles and match those styles to a course and instructor will contribute to their potential success in a particular course and consequently in the college.

Recommendation 5 - Concept/Cognitive levels in general education transfer classes Surveys distributed over the last two years to the faculty on all three college campuses plus over fifty interviews of faculty and administration has reinforced the gravity of the growing problem of students signing up for classes for which they are insufficently prepared. (Appendix 1 and 2) The faculty report that many students are ill-prepared in general learning skills as well as for the content of their class.

Students end up in classes in which they will likely not succeed for a wide variety of reasons. Below are a few of the more obvious and common reasons:

1. Students with low academic skills are often unable to assess with much accuracy their own academic potential and are likely to have aspirations which are incompatible with their current skill levels.

2. Students with low learning skill levels and patterns of failure are very likely to perpetuate these patterns unless some form of counseling succeeds in building an acceptance of themselves and the reality of their current skills and provides an avenue for improvement.

3. Two myths affect course selection:

   a. The myth that the community college is a two-year college for everyone. If a person is deficient in general learning skills, two years will most likely be insufficient time to complete the lower division curriculum in preparation for transfer to a four-year college or university (or for that matter, the requirements for an associate degree in a rigorous vocational or occupational program). Students,

because of the two-year myth, are hesitant to "waste time" taking a non-transfer 3-unit general education class which they might be able to pass when they will ultimately have to spend another semester and 3 units taking the transfer class.

b. The myth that a student who is deficient in general learning skills can successfully combine skill learning in one class and during the same semester succeed in a transfer level general education class which requires the level of skill yet to be learned.

4. The requirement of a minimum load of 12 units for financial aid often forces a student into the combination of courses noted in 3.b.

5. Students whose general learning skills are insufficient are usually also weak in their thinking or cognitive skills.

The cumulative effect of these circumstances suggests the need for a series of transfer general education classes which will meet the following criteria:

1. Introductory transfer general education classes which are:

   a. arranged to allow for a graduation of difficulty in both general learning skills and cognitive skills;
   b. allow for more use of self-pacing techniques;
   c. are developed according to conceptual/cognitive levels and allow for a freedom of movement between these levels to help students discover the level at which they can individually succeed.

2. More realistic guidance of students into classes which meet their skill levels. (A comprehensive diagnostic program will provide the information to improve such guidance.)

There are likely a number of ways to achieve a program which recognizes and meets these criteria. Whatever the program, though, the major key will be in the freedom and ability for the student to move from one conceptual/cognitive level to the next.

The idea of levels of cognitive abilities has come under intense research over the past decade. Researchers are in general agreement regarding the existence of a hierarchy of cognitive abilities. One model is briefly noted here to serve as an example of what is met by cognitive ability levels.

Perhaps the best known hierarchy was developed by Benjamin Bloom and first published in 1956 in A Taxonomy of Educational Objectives: The Classification of Educational Goals. Bloom's list consists of six levels presented here in order of complexity:

1. Knowledge. . . . . Taking in, remembering and recalling information.

2. Comprehension. . . Making associations between bits of information; translation, interpretation.

3. Application. . . . Doing something with the information; solving a problem through self-discovery.

4. Analysis . . . . . Breaking down ideas into component parts to discover relationships.

5. Synthesis. . . . . Combining a variety of elements to form a whole, making a clear pattern from an unclear one.

6. Evaluation . . . . Making judgments about the value of ideas, works, solutions, methods and so forth.

Insufficient ability at the lower levels (knowledge, comprehension) will make it more difficult if not impossible to operate successfully at the upper levels. Most of our transfer level general education classes assume the ability to operate at the first two levels (knowledge and comprehension) and to varying degrees at the remaining levels. The student who has not already developed the skills to take in information (reading for example) or ways to hold the information is obviously at a disadvantage. Students who are reading at or below the sixth or even the eighth grade level will often have trouble with this first level of cognitive ability.

We must take this into account when we structure our transfer general education classes. The following criteria might be employed for a three-level structure in all introductory transfer level general education classes: (1) First level classes should emphasize general learning skill development (reading and writing) and the first level of cognitive ability, knowledge. (2) Second level classes should reinforce and improve these general learning skills and add an emphasis on comprehension. (3) third level general education classes (the transfer level classes) should add the third through sixth levels of cognitive ability. (All six levels of cognitive ability could be used throughout, but special emphasis should be given to knowledge and comprehension at the first two structure levels.)

A model which seems to meet the criteria noted above and incorporate cognitive level work has been developed at Cosumnes River College. Through the use of self-paced modules students can move through the content of the Social Science A, 5[illegible] and Sociology 1A courses as their skills allow. If they enter at too high a level they can drop back and find a level at which they can succeed. The social science content of the courses is so arranged that a student can match his or her general learning skills and cognitive skills to a particular beginning level thus offering a better chance for academic success. Transfer credit is not given until the student has accomplished the tasks which demonstrate that he or she has reached an acceptable performance level to merit such credit. This instructional system is workable and has been successful. Success in the class depends to a considerable degree on demonstrated competency. A discussion of demonstrated competency takes us to the next recommendation, the use of competency-based instruction.

Recommendation 6 - Increase the Use of Competency-Based Instruction Most of what is taught in community colleges lies within the first two cognitive levels--knowledge and comprehension. These levels represent the gathering of information and the interpreting of it. It is relatively easy to write course

content objectives at these two levels that specify what is to be learned, the degree of learning desired and the method of evaluating the learning. Writing objectives for more abstract levels becomes increasingly difficult.

The content in courses which are "pre-college" in nature as well as courses which have vocational training objectives fall mostly into these first two levels. In addition there are particular "Application" and "Analysis" objectives which can be and in some cases are rendered into objective form in a variety of courses particularly in those courses which are "doing" courses. For example, voacational courses which require trouble-shooting and repair activities, writing skills courses, and speech courses have both application and analysis features. By their nature skill development classes require application.

In order to be able to meet students where they are and successfully help them to learn we need to provide a wider variety of entry points into the content of our courses. We must work towards a system which allows for pretesting to determine a student's entry level into a content or learning skills area; then, according to test indications, prescribe coursework to help students move to additional competency levels.

With systematic identification of those courses which are "pre-college" in nature (learning skills classes, introduction to college classes and first and second level introductory general education classes) or are vocational classes, a first step can be taken toward offering an alternative to "time-based instruction." Competency-based instruction will allow students in these courses to choose to progress at a rate of learning measured by the amount of learning demonstrated with less emphasis on the amount of time spent. For some this may mean more time, for others less time, but in either case time becomes a more incidental factor. This is particularly important when you are attempting to help a student reach an ability level that will, at least in terms of skills and content, insure a very high chance of success in more difficult courses.

For the sake of our students who are in courses which are not transferable we can afford the luxury of not emphasizing the time spent learning. Unfortunately, four-year institutions still emphasize speed of comprehension, application or analysis as well as amount and we would be negligent if we failed to prepare potential transfer students for this reality. Therefore, instructors in transfer-level classes should be careful to keep in the forefront the elements of discrimination of ability measured against time which have been and will likely continue to be the standards at four-year schools.

A wide variety of experiences with competency-based approaches to instruction abound in the educational literature. Several writers have detailed the research available. Among them perhaps the best known by community college educators are K. Patricia Cross in Accent On Learning: Improving Instruction and Reshaping the Curriculum; and John E. Roueche in A Modest Proposal: Students Can Learn. More important for our consideration is the use of competency-based techniques in Los Rios. In the previous section the experience at Cosumnes River College with Social Science A, 53, and Sociology 1A was noted. This program has achieved the success it has because of the use of a variety of competency-based materials.

American River College's English Department has been involved for ten years in the development and use of an individualized English composition program. They continue to be enthusiastic about their program. In particular they point out that "The importance of competency-based instruction cannot be over-emphasized; more than any other one aspect of our individualized instruction, this makes the difference." (See Appendix 3)

District-wide leadership in the development of additional programs which emphasize individualization and competency should be a major thrust in the 1980's. The benefits of increased learning, reduced attrition and increased instructor morale have been experienced in the successful programs already in operation. These benefits should be extended to a larger group in the years ahead.

A final note for the sake of perspective. Not all students nor all instructors adapt well to an individualized approach. It is not the panacea for all our ills, but it does represent an approach to community college education which has proven to be successful and should receive greater encouragement. It does meet the needs of a wide variety of our students who are now stumbling and struggling in traditional classes. Competency-based instruction should be one approach, albeit a major one, in our collection of instructional delivery formats.

Recommendation 7 - Provide a variety of instructional delivery formats Because every student learns in a different way, and because individual instructors differ in their effectiveness depending on the student/instructor relationship, as colleges we need to offer as many different modes of instruction as possible. Implicit in all of the preceding recommendations has been the need to provide a more individualized approach to instructional delivery. But at the same time we must remember that for many students particularly the more academically skilled, a large lecture experience can be successful especially when the instructor is a skilled lecturer.

Some instructors are more effective with large groups where others are more effective in small groups or in one-to-one teaching relationships. With a planned balance between the two extremes of the large group to individual contact the colleges could offer a wider variety of choices for students, particularly in multi-sectioned courses. A course, History 17 for example, might be taught in a variety of ways--autotutorial, discussion sections, large lecture--from sections which require more self-direction to those which are very specific in the times to meet and the tasks to be completed.

The faculty "Survey of Instructional Practices" (Appendix 1) indicates that the most used mode of delivery is the lecture/discussion mode followed closely by straight lecture, then lecture and laboratory. Those instructors using a lecture/discussion method seem to be satisfied. There is a desire among the survey respondents to add classes with more individualized approaches. Through faculty cooperation among those who teach the same course a variety of modes could be developed.

Balancing loads might be perceived as a problem except that in most cases the increased time spent per student in many individualized approaches more than

balances the load of large student enrollment in large group approaches. It would be healthy and a recognition of the complexity of teaching if WSCH was not the only relative measure of effectiveness between faculty teaching the same course. Large lecture classes should always carry higher WSCH than more individualized approaches. In addition, the use of "target" WSCH for a department or division and maximum flexibility within the target would allow for more creative approaches to the instructional problem at the department or division level.

Once a variety of instructional modes has been developed for a course each course section can be identified as to the type of mode in the schedule of classes. This becomes one more way in which we try as colleges to provide a variety of learning experiences to meet the needs of our students, to improve their opportunities to succeed at education.

V. CONCLUSION AND ACTION RECOMMENDATIONS TO IMPLEMENT A COMPREHENSIVE INSTRUCTIONAL MODEL

The intent of this paper has been to offer an integrated view of how student diagnosis should affect the structure of the educational program. There is doubtless a variety of ways to view the problems which have been noted, but it should be obvious that this paper represents a viewpoint which accepts the continued existence of a wide variety of students and strongly supports our obligation to do all we can to meet their diverse instructional needs. This will require a more comprehensively conceived and far better coordinated program than now exists at any of our colleges.

The Master Plan issues a call and a challenge to the Board of Trustees, the administration, the faculty and staff to give renewed effort to our basic mission of instruction. Each college could begin now by establishing a "Task Force for Instructional Renewal." The primary goals of the "Task Force" should be to:

1. Recommend a comprehensive college instructional model (drawing heavily, it is hoped, on the foregoing model) which incorporates a program of student diagnosis and guidance and an instructional program designed to meet the diagnosed student needs;

2. Adopt a set of program objectives including timelines and evaluation criteria;

3. Monitor the instructional renewal program in the capacity of a steering committee with the responsibility of insuring that on-going program evaluation occurs and that timelines are met or adjusted.

The Board of Trustees and District management should provide a structure to offer support in this District-wide effort through the renewal of the commitment to a District Research and Planning Office designed to operate in a consultative liaison capacity to each task force. As a consultant and liaison the District Research and Planning Officer should provide:

1. Technical support to each "Task Force" in the development of the following processes:

   a. planning to plan
   b. planning
   c. writing objectives
   d. writing evaluation criteria
   e. conducting program evaluation

2. Information about:

   a. model programs out of district
   b. statewide and districtwide fiscal considerations
   c. district demographics
   d. resource people within the district
   e. program progress at other Los Rios colleges

The 80's have the potential of being a decade of educational renewal. In the face of what seems to be an uncertain financial future we can do no better for ourselves than to re-emphasize that task which stands at the center of our efforts. Such a re-emphasis has the potential to provide renewed dedication from our faculties as they discern an increased understanding and support for their classroom task. As our students are given more opportunities to succeed both their self-image and our institutional self-image will be benefited. This renewed pride reflected into the communities we serve will help us become more effective partners in the long-term task of community education.

APPENDIX 1

Results of the
Survey of Instructional Practice

SURVEY OF INSTRUCTIONAL PRACTICE

Attached to this coversheet is/are:

1. A copy of the Survey sent to all full-time faculty on September 19, 1979.
2. Graphs of the results of the Survey indicating "current" and "desirable" practice for teaching modes and support technologies.
3. A list of campus and instructional problems as they were ranked by the respondents.

We sent forms out to a total full-time instructional staff of 738. We received 235 back. We were ultimately able to use 193 of the surveys returned. This represents a 32% actual return rate and a 26% useable return rate.

Regarding the "teaching modes" section, the following initial conclusions can be drawn:

1. There is a general desire among the respondents to lecture less and use other modes more. Considering that lectures are normally the mode used for larger classes, this is not an unexpected conclusion; instructors have for some time been calling for smaller classes. Recent research has indicated, though, that the size of a class is not a major determining factor in the effectiveness of instruction. Even so, the myth that smaller classes are always preferrable to larger classes persists.
2. The alternatives to larger classes are primarily small group discussion or individual work particularly meeting students at one location at flexible times.

Regarding the "support technologies" section, we can draw the following initial conclusions:

1. There is a small desire to limit the use of textbooks.
2. There is a strong desire to move to other support technologies to augment the use of the textbook.
3. The most desirable augmentation would be to use more taped and live television presentations in that order.

The 16 problems represented in the last section were compiled from a variety of sources. The primary source being the Staff Survey distributed in the Spring of 1978. On this Survey there was a section provided for written comments.

SURVEY OF INSTRUCTIONAL PRACTICE
MASTER PLAN PROJECT

___ ARC ___ ARC-P1. ___ CRC ___ SCC

Your Current Practice

Below are listed a variety of teaching modes. Using the choices preceeding the list, please indicate next to each mode the extent you use the mode in your regular teaching assignment.

A Most Often
B Often
C Sometimes
D Seldom
E Never

1. ____ Lecture
2. ____ Lecture/Discussion
3. ____ Large Group Discussion
4. ____ Small Group Discussion
5. ____ Lecture and Laboratory
6. ____ Discussion and Laboratory
7. ____ Laboratory
8. ____ Individualized - students in one location at the same time
9. ____ Individualized - students in one location at flexible times
10. ____ Individualized - students meet by arrangement with instructor assistant
11. ____ Individualized - students meet by arrangement with instructor

Listed below are a variety of general teaching support technologies. Using the choices for 1 to 10 above, please indicate the extent you use each of the support technologies.

12. ____ Textbooks/Workbooks
13. ____ 16 mm Films
14. ____ Slides or Filmstrips
15. ____ Television - Live
16. ____ Television - Tape
17. ____ Overhead Projections
18. ____ Opaque Projections
19. ____ Slides or Filmstrips/Tape Combination
20. ____ Sound Tapes/Records
21. ____ Computer Assisted
22. ____ Computer Managed
23. ____ Instructor Prepared Printed Material (Handouts, Syllabuses)

Desirable Practice

What do you consider to be the most desirable mode(s) for teaching your subject area?

A Most Desirable
B Highly Desirable
C Desirable
D Sometimes Desirable
E Least Desirable

24. ____ Lecture
25. ____ Lecture/Discussion
26. ____ Large Group Discussion
27. ____ Small Group Discussion
28. ____ Lecture and Laboratory
29. ____ Discussion and Laboratory
30. ____ Laboratory
31. ____ Individualized - students in one location at same time

(A Most Desirable; B Highly Desirable; C Desirable; D Sometimes Desirable; E Least Desirable)

32. ____ Individualized - students in one location at flexible times
33. ____ Individualized - students meet by arrangement with instructor assistant
34. ____ Individualized - students meet by arrangement with instructor

If you had flexible and convenient use of all the support technologies, how would you use those listed below?

A Most Often
B Often
C Sometimes
D Seldom
E Never

35. ____ Textbooks/Workbooks
36. ____ 16 mm Films
37. ____ Slides or Filmstrips
38. ____ Television - Live
39. ____ Television - Tape
40. ____ Overhead Projections
41. ____ Opaque Projections
42. ____ Slides or Filmstrips/Tape Combination
43. ____ Sound Tapes/Records
44. ____ Computer Assisted
45. ____ Computer Managed
46. ____ Instructor Prepared Printed Materials (Handouts, Syllabuses)

Teaching Concerns

Below is a representative list of concerns expressed to the Master Plan Staff by instructors over the past several months. Please rate each concern as it applies to you according to the following scale:

A The Most Important Concern
B A Very Important Concern
C An Important Concern
D A Somewhat Important Concern
E Not a Concern

47. ____ Students are poorly prepared for the content in my class.
48. ____ Students lack the basic writing or reading skills necessary for success in my class.
49. ____ There is a high drop rate.
50. ____ Class attendance is poor.
51. ____ I am having difficulty keeping the academic standards at a level acceptable to me.
52. ____ There are too many "frill courses" which are not "job related".
53. ____ Too many preparations.
54. ____ We need more vocational courses.
55. ____ My classes are too big.
56. ____ It is difficult to develop new curriculum.
57. ____ We do not provide a wide enough variety of opportunities for all kinds of present and potential students.
58. ____ There should be more flexible scheduling for students.
59. ____ Audio-Visual support needs improvement.
60. ____ We need to provide more graduated learning experiences for the poorly prepared student to ease them into college-level work.
61. ____ Instructional facilities need improvement.
62. ____ We do not seem to be able to adapt to current student needs quickly enough.

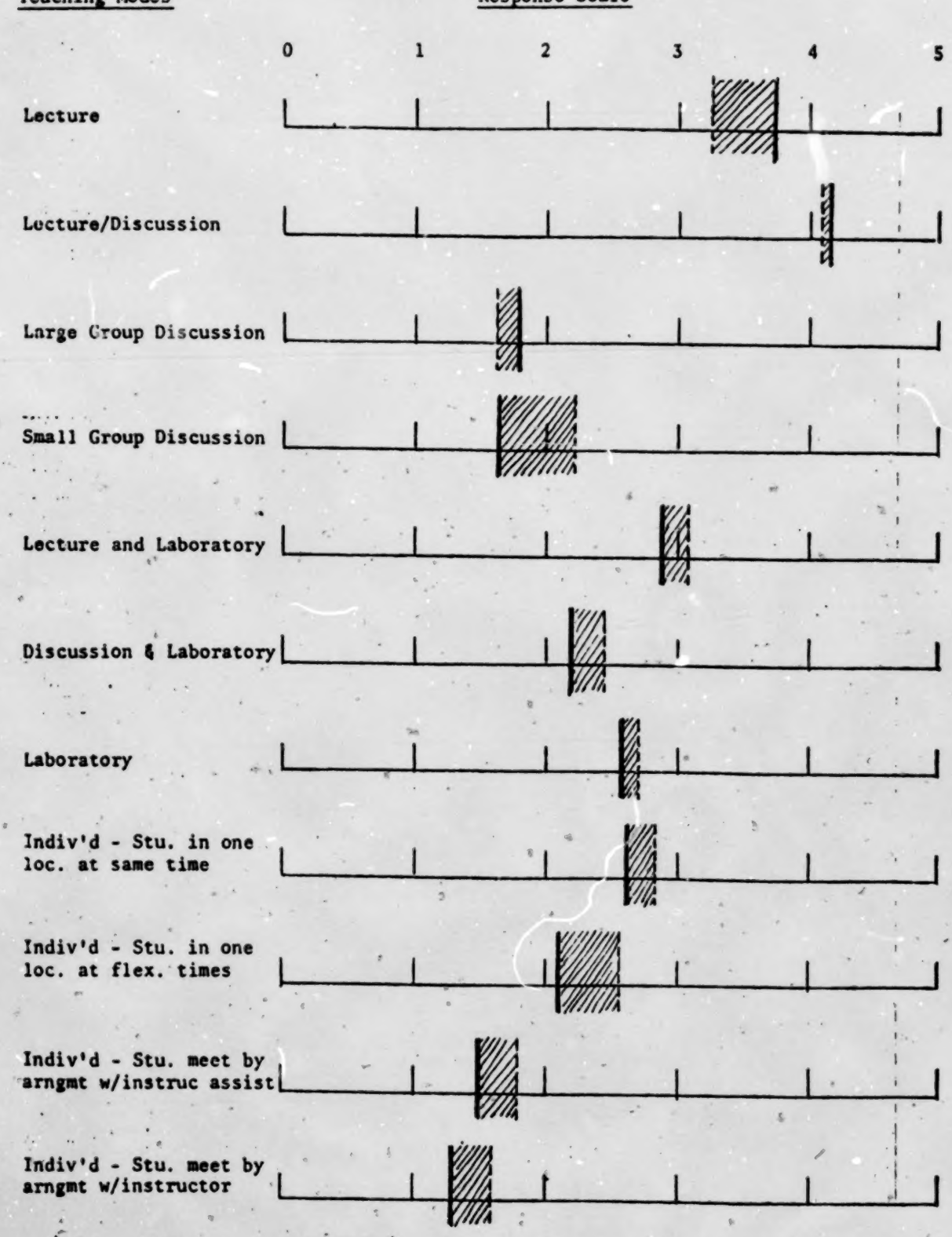
OTHER CONCERNS (Please note other concerns and rate them)

Personal Contact:

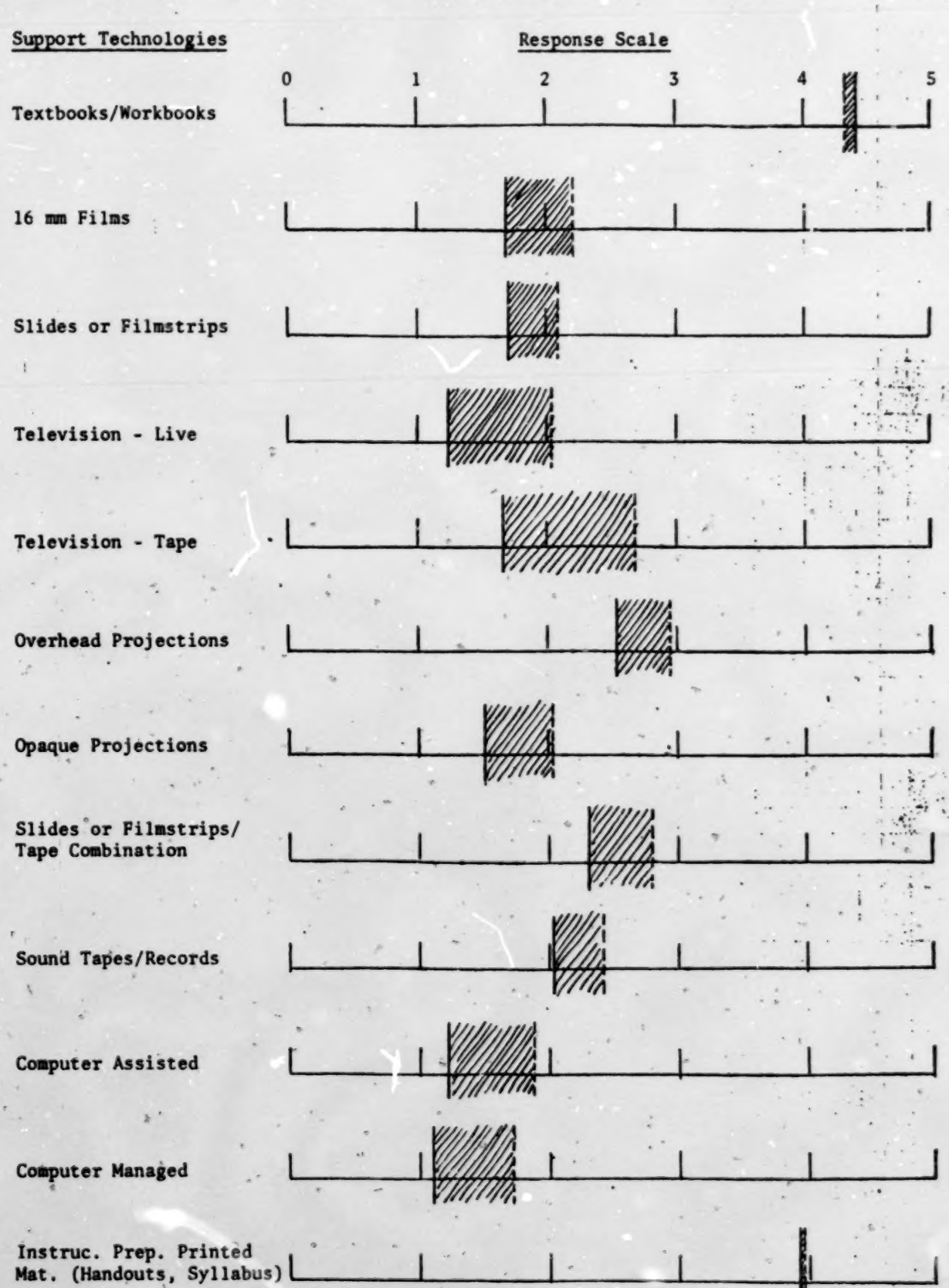
Would you like to discuss your comments or additional ideas with a Master Plan Staff Member? Please indicate this desire by writing your name, college, and extension number.

NAME_____ COLLEGE_____ EXTENSION _____

COMPARISON OF "CURRENT PRACTICE" AND "DESIRABLE PRACTICE" IN THE USE OF TEACHING MODES



COMPARISON OF "CURRENT PRACTICE" AND "DESIRABLE "PRACTICE" IN THE USE OF SUPPORT TECHNOLOGIES



RANKING OF PROBLEMS

1. Students lack the basic writing or reading skills necessary for success in my class.
2. Instructional facilities need improvement.
3. Students are poorly prepared for the content in my class.
4. We need to provide more graduated learning experiences for the poorly prepared student to ease them into college-level work.
5. It is difficult to develop new curriculum.
6. Audio-Visual support needs improvement.
7. There is a high drop rate.
8. We do not seem to be able to adapt to current student needs quickly enough.
9. My classes are too big.
10. I am having difficulty keeping the academic standards at a level acceptable to me.
11. We do not provide a wide enough variety of opportunities for all kinds of present and potential students.
12. There should be more flexible scheduling for students.
13. Too many preparations.
14. Class attendance is poor.
15. We need more vocational courses.
16. There are too many "frill courses" which are not "job related".

APPENDIX 2

Comments From Twenty-Six Interviews of Administrators Directly Involved in Educational Programs

"WHAT DO YOU SEE AS THE MOST SIGNIFICANT INSTRUCTIONAL PROBLEM?"

1. There is too much concern for fiscal/budget and political needs. The college seems to be serving the district. There does not seem to be enough concern, or very little concern, with instruction. The process should be an identification of community needs then a selection of a delivery system to meet those needs an assumption of the new demands put upon the college and then special internal groups developed to meet those community needs. What happens is that there is a loss of centrality regarding our task in instruction.

2. What are our limits? How much can we do? What is our biggest concern, students or WSCH? Do we have the services or should we have the services? For example, basic skills, how far do we go? Have some articulation with the high schools regarding basic skills. Generally my concern is about priorities and limits.

3. Student motivation. Students don't take advantage of the learning opportunities that are available. We spend time to make learning opportunities available but students don't seem to be aware of them or avail themselves of them. They're not using the learning center to capacity. There do not seem to be any unmet needs. The support resources that are available are not used now. The problem goes back to poor student motivation.

4. Providing an atmosphere and setting to allow the instructional process to go on. There is a threat of not having enough money. Right now there is enough to go around but we are so close to not having enough. This is a worry. There is a lack of flexibility to hire personnel. The age of some personnel, P.E. particularly, is a problem. There is a burn-out problem where we have people in high performance areas.

5. Attrition across the board is the major problem. 23% to 28% attrition in social sciences. Fewer and fewer are taking social science classes and there are more drops. We have some poor instructors and there is some low enrollment and high attrition among those instructors.

6. The ability to accommodate change. The ability to accommodate growth and decline. We are blindly following processes that were established to take care of growth but now, during decline, the processes aren't serving, they are detrimental. For example, moving instructors into the evening. This, on occasion, does not serve the instructional program. There are very few processes in place to handle change. What it comes down to is that the manager should be more important than the process. But sometimes the process walks all over the manager. There is a large need to find people to facilitate change.

7. Facilities which are adequate and appropriate (adequate in the sense that the number of stations for a particular function are available, appropriate in the sense that many of the facilities are too small for full programs). For example, the printing program and drafting program have facilities too small for these programs. This affects recruitment. Even though you have a good teaching staff, when the student comes and sees that the facilities at City College are less than the ones that he has at high school, he's not about to come.

8. Dealing with student diversity. Our marketing has reaped a large heterogeneous group of students and now we must deal with them. We must learn to take people from where they are to where they wish to be without priorities. But this is a herculean effort and to do it may not be possible. We need to establish priorities. The teacher is the center of this process and the teacher must recognize this.

9. Nobody has adopted learning resources. There is an imbalance. There does not seem to be an overall view of the instructional process. Therefore, learning resources operates as a step-sister to the whole process. There is no sense of where learning resources fits in the total process.

10. There seems to be too little time to devote to curriculum development, particularly for assistant deans. We spend too much time in scheduling and so not enough time is left over for development. There is just not enough creative effort or encouragement given to develop. There is a desire to meet needs off the campus but where are we going?

11. We are prevented from trying new approaches. For example, individualized approaches. There is both a philosophical and mechanical problem with individualized approaches. This is, to some degree, external in the State Chancellor's Office but also internally there are problems because people are afraid of change. There is no reward system for change. How do you get through to people is the question? How do you get them to recognize the need to change?

12. Maintaining the integrity of the support programs, stable support system in library books for example, there has been an erosion. Removal of top administrators from the classroom contact decreases their sensitivity to this problem of integrity of the support systems.

13. There is lack of adequate staff in particular programs due to the 30-formula hour requirement in the new contract. Now I need another FTE to replace the lost formula hours in secretarial practices and early childhood education. The inflation factor is not taken into account in high supply areas. For example, it still costs $35 per section to teach food services classes. This is still the case where not much can be done about it except cutting back on the classes. There is not enough done in the area of occupational students and advisory committees. We don't have profiles for occupational programs for students. There is very little interface between counseling and occupational instructors. There needs to be some kind of master plan for occupational education with district coordination and a catalog district wide. Along with this we need to get the academic side and the occupational side closer together.

14. There is a problem with retention. What causes attrition? Is it the individual personality of the instructor? What can we change in order to increase retention? The curriculum on the three campuses are so different, how do you work with the other assistant deans on the other campuses. Often work will be done but because the dean has not heard of it, it will be vetoed at that level. There needs to be some kind of constant information exchange between the campuses. We seem to be crisis oriented. Another problem is contract interpretation. Which interpretation is it today? Is there a standard district interpretation of the contract.

15. Budget is a problem. In art, for every $2 spent by the district for the student, the instructor is collecting 10 more dollars from each student. In engineering, they have 35% of what they had before but they're having to support the same kind of program. Facilities at ARC in the Art Department are particularly a problem. Many of the classes are overcrowded. The overcrowding is necessary in order for the WSCH to be up but the overcrowding creates conditions which are not conducive to good teaching at all. The communication between the district office and assistant deans is nonexistent. The assistant deans are at the place where the action is and they're the ones who know what the problems are but there is no communication between them and those people who ultimately set the policy.

16. One of the biggest problems is WSCH which has forced us to mitigate against instruction. Who is dealing with the problem of WSCH and its negative effect on instruction? We need leadership. The proliferation of "A"s and "B"s is because of the fear of WSCH. It's not a grade inflation, it's a fear inflation. There is nobody who is really calling it right, who is really saying what the real problems are?

17. Better housekeeping to keep us up with the future. We need ways to keep up and encourage new development and better ways of weeding in new things and weeding out old things. Scheduling is a problem. The student is mobile. We need to be more flexible in scheduling with modules and compactions of courses and subject matter. There is no time left over for instructional development.

18. Meeting students needs is one of the primary instructional problems. Identifying these needs, there is not enough assessment. We tend to schedule by habit, we don't schedule according to what the needs are.

19. Getting information out and getting information in is a major problem. Very little public relations done. We need help coordinating the vocational programs with the community regarding job availability. We haven't tapped the resources for example in the agricultural associations or the transient labor force. Really examine our programs and consolidate them and concentrate them. Fears faculty retraining into fields where there is no expertise and possibly no strong interest. Would like to see some instructor exchanges.

20. We need more flexibility in packaging classes. This is coming but it is still a long way off. An example is the change in the environmental horticulture area which is now going to be called the Department of Urban Horticulture. In the daytime three courses are combined into one where they are still traditional at night. These three courses in one provide the day student with a greater sense of the total field. It gives more flexibility within the course itself in relating bodies of knowledge. This is also going to be done in the auto area. There should be some other ways of packaging things differently for day and for evening.

21. Allocation of budget is a problem. What was once a minimum figure is now a maximum figure. The 540 WSCH equals 36 people per class. This means that in Lab classes, there are 32 to 36 people. These are unworkable and crowded labs. Particularly, in this case, speaking of art. The students we are getting need a lot of individual instructional attention but due to the allocation process, it is weak at it's core. We must think about the arts in relation to other criteria in order to retain their academic integrity and academic viability. There are other reasons for the arts that we must identify.

22. Lack of awareness of the need to adjust teaching strategies to the kind of student we have. For students to pass a class we don't have to lower the content standards but we need to change the teaching methods. The flunk-out rate is not directly related to class content difficulty, ineffective teaching methods are also an element. Our curriculum is also outdated. How do we get faculty to institute change. We so often don't let the needs define the process in terms of what students need, in terms of what faculty need.

23. The diversity of student abilities and motivation. How do you teach that wide of a span? Assessment is the key to this. Secondly, our faculty are older. Many of them are going through a burn-out phase. They are isolated. More and more they are turning their creative energies outside. There is a lot of dissatisfaction among the faculty. There is a sense of a lack of support and respect for one another even among the faculty. Concerns like, "I don't know whether or not I'm a good teacher", are not answered. Some common discipline support exists with some departments but not in most.

24. Ability to respond to community needs. Because of the cutbacks, we are now having to prioritize needs which we didn't have to do before. There are many demands on our budget. Demands for upkeep and maintenance, for asthetics, for capital equipment. There is not enough money to cover current needs, let alone new needs. There is a lack of understanding on the campus regarding the true state of our budget affairs.

25. Minimal direction setting. Inability to focus energy on goals. There is both lack of goals and lack of communication, lack of feedback not a lack of input. This lack of feedback is from the top down.

26. There is an inability of instructors to consider the variety of learning styles and to accept the responsibility to serve the variety of styles. There is a need on the part of many faculty to unlearn old habits. For example, lectures, take notes, and retell. Because of all the fears of all the things that are impinging on instructors, many of them have built shells to provide themselves with a little bit of security. We need to confront both those shells and both the need for change to deal with the changed learning style.

"HOW CAN THE MASTER PLAN EFFORT SERVE TO HELP YOU SOLVE THIS PROBLEM?"

1. We need a coherent, balanced presentation of the priorities and priority development.

2. We need to bring the problem to the attention of the District of the campus not being able to establish limits which are their own. We need to help define some priorities and perimeters within which the campuses operate. Possibly the use of the task force to set priorities. Colleges are now forced to set priorities then questioned why.

3. Burn-out is the problem and recognition of burn-out is something that will help, that needs to be highlighted.

4. Suggestions on improving retention will be helpful. Some way the Master Plan needs to give shape to the problem of accommodating change, of developing new processes. We need to clarify what these processes might be and the importance of the administrator/manager in this process. We need to bring to light this problem and propose alternative solutions.

5. Dealing with student diversity. We need to help find ways to communicate this problem. To bring it out of the closet. To recognize those who agree and help them to do what they need to do to teach a new mode. Probably 50% to 60% of our instructors would come along to some degree but we need to help identify what exists. There needs to be interchange of information on a district basis.

6. Regarding learning resources, the Master Plan can encourage the setting of goals and directions for resource sharing. Setting a plan. There needs to be a master plan for libraries. Do they peak at 100,000 with strengths in certain areas. There is now an overlap in books and numbers of books. We need to look into sharing resources. The use of categorical aid, which is becoming more a part of our funding process, has reduced flexibility.

7. Regarding the need to devote more time to curriculum development. The Master Plan can put pressure on IDPC to get the scheduling model going. We need to set priorities of service. Do we have to serve everyone? We need to encourage faculty to get involved with curriculum revision. We can't stand still, we need to encourage the future look. There needs to be more instructional planning and Master Plan can encourage this to happen.

8. Regarding individual approaches. Master Plan needs to make recommendations through staff development. We need to, in some way, address the local bookkeeping problem which will ease the pressures of bookkeeping and provide for change.

9. Regarding the integrity of the support systems. Master Plan can point out the problem related to faculty where they are.

10. Master Plan can encourage a coordinated district plan for occupational education, unified catalog, and advisory committees.

11. Master Plan can encourage campus coordination in curriculum areas. Information exchanges.

"IF YOU COULD CHANGE THE CURRICULUM, WOULD YOU? IF SO, HOW?"

1. Get rid of general education courses and establish concept/problem, issue oriented courses. Add values training to the curriculum. There is no central core, there is no ethos. We need a traditional but changing system.

2. Basically, I would not change it. I think we need to look at the courses. What do we teach? Do we need all of them? Maybe college isn't for everybody. This individual has an admitted voc. ed. bias. Need to do more in optional scheduling, variety of time frames for voc. ed. There are not many traditional students. It is restricted by a CB Contract which is an academic contract. There is a problem with voc. ed. in the academic area. For example, dental assisting was a 2-year program. Students were saying BS, two years is too long to go to get the low pay that I will get when I get out. The program has now been revamped to two semesters and one summer session and a certificate of achievement is offered. Cosmetology is doing the same thing, eliminating the AA portion. This creates a loss of enrollment in academic classes but it's also a more realistic way to approach voc. ed.

3. This person is always making changes. Made changes in intercollegiate sports recently.

4. Probably not. May eliminate some more advanced classes or fad classes. A non-transfer student does not choose to take the non-transfer class. Students just need a class at a particular time.

5. Would make basic changes in the curriculum. Would adapt to the needs of society particularly in technology, science, business instead of sticking tongue at society by refusing to change curriculum. We need to meet the needs of the basic skills student. We need to meet the needs through a combination of individual work and work with the instructor. Example, two parts individual and computer; one part with the instructor.

6. Need more variable unit classes with open entry/open exit options. Many courses that would now adapt if we had those options. Some curriculum is there because of the staff not because of the students. In the majority of curriculum there is an honest effort to stay current. Change comes too slow. Maybe we can't change faster. Measurement is difficult, the product is flaky, hard to get ahold of. If I were boss, there are some courses that I would eliminate right away. Does everything have to be credit classes? We put all of our legitimacy on credit classes except for community services. We need to look at the non-credit area. Post-employment, inservice ed., offering continuing education units. Emergency medical technicians, banking and finance, fire science, are some areas where this could happen and is happening.

7. We need to make the curriculum more flexible, more fluid. Offering quickly. Meet the need where it is. Offering more of the popular classes. Open registration all the time. Flexible starting times. When a class fills, we offer it. No class schedule, only the catalog. Faculty on campus 40 hours per week, 12 months per year, with a 30% pay raise. Where is the computer in helping the instructor?

8. Move to interdisciplinary and relevant classes. Look around for other ways to do things. Drop classes that are no longer offered.

9. Get every faculty member to move away from 4 walls and rows of seats. There are a lot of good teachers.

10. First, this person has a strong belief in vocational ed. Feels we ought to add more classes in voc. ed. A 25 to 40% increase in the District. Secondly, move more to basics at the freshman level including speech.

11. We need to develop exploratory courses or labs helping students explore their readiness to do certain things. We need to modularize courses. One unit/half unit modules for certain classes. For example, accounting, business math, business engineering, business English. We need to modify faculty behavior in some way. Explore other ways of doing things. The majority of faculty would be willing to explore. We need more work experience.

12. House cleaning. Current curriculum is good but things have been lost. Some sloppiness in some classes where content is spilled over into other disciplines. Combine or confine. Get away from the "we do it this way" idea. There should be a District-wide coordination of content.

13. We need an early calendar, not a quarter system. We need to move towards more open-entry/open-exit classes. Ventura College used to have some of these kinds of classes. This kind of class now exists in the Math Learning Center at ARC. Individual program is tremendously successful. One instructor per hour, one I.A. per hour, two to three tutors per hour.

14. Yes, I would change the curriculum. The President at ARC is now emphasizing a repackaging and on articulation, I would offer more open-entry and more open-exit. Certify students faster or slower.

15. We need to keep up. We need to look ahead at futures. We need to have sets of planners looking at new courses. Need more international emphasis in the classes. A more global outlook. Need to teach people to deal with change. There seems now to be no time to talk of ideas among the faculty and administration.

16. There are different ways of learning. How do you build in individualized learning? Total curriculum look on a regular basis the courses become sacred grounds. We lock into unit values and forget the content. Take a curriculum look on a regular basis. How do you establish credence? For example, at Evergreen College there is a contracting system.

17. Put programs where the support staff is and where the facilities are. Look at the catalog and the prerequisites. There are few prerequisites in the Agriculture Program. AHT is in sequence.

18. We need more flexibility in offering classes. Advisory committee recommends needs to be put into effect quickly. For example, in electronics too many decisions made without teacher input. For example, the move of construction management and construction supervision.

19. We need to establish a basic skills college. Then on to a transfer curriculum. Stop offering esoteric classes. Fine Arts curriculum, arts as a basic skill. Move away from the University curriculum. If someone says change, instructors might change. But now there is no reward for creativity. We need to unbottleneck what's happening above us.

20. Our curriculum is still geared to the late '60s and early '70s. We need to change this to incorporate new developments and technology. Ethnic studies, for example, are no longer necessary. For example, include black literature in a contemporary literature class. The same with history. Business has been the most progressive. Voc. Ed. programs are generally not innovative. The same thing in the same old way. We need more open-entry and open-exit. More modularized programs. Social Science and language and literature courses need to be re-examined to go back to more strict requirements for general education survey and overview. Math and Science restructuring for consumer needs, the world and how I am going to use it. We need to have some title changes. Courses in tele-communications for example would be new kinds of courses. Curriculum change process is very slow. The District should push these ideas by putting out advertisements. We need to have more interdisciplinary approaches.

21. We need more flexible scheduling. On a UCD extension model, for example. Curriculum is too fragmented. We need more interdisciplinary approaches. The "Innerspace Program" designed for students who have no or little direction is an example of innovation. They are too traditional, not appealing to the pragmatic student. What do the students want? Develop courses to appeal to them.

22. The '60s curriculum was designed to serve the needs of the faculty rather than students. We need to eliminate those upper-level classes that respond to more upper division needs. We need to change the way we offer curriculum, open-entry, open-exit condensed courses; go into an "institute" approach.

23. Currently working on a reading program to find a methodology to teach reading. We could look at college graduation requirements and establish a minimum competency for graduation. Currently there is no definitive process within California Community Colleges designed to assess mimimum competency. We need to look at the comprehensiveness of our current program and pare it down to those courses that are offered at least every three years.

24. The curriculum should respond to a needs assessment which should respond to the student assessment. The answer is not in changing curriculum, it is in changing the modes of instruction. We need to be able to stretch the modes that are available to the instructor and that the instructor will use.

"WHAT ARE YOUR THOUGHTS REGARDING STUDENTS WHO ARE NOT PREPARED TO ENGAGE IN COLLEGE-LEVEL WORK?"

1. We have three options: keeping them out, that's not viable; letting them all in, and after you let them in, let them experience failure, and that's not a viable option; or, finally admit them and create a basic skills training program, this is the most viable option. We should also develop a consortia with the secondary schools to analyze the ESL and basic skills and coordinate them between secondary schools and community colleges.

2. Full teaching staff needs to be involved in identifying students who have academic needs. Reading and writing is everyone's business. Students need to be moved into support services. More real cooperation between counselors and teachers. At City College we're doing a good job with assessment. There is a growing problem with non-English speakers who are not always able to meet the minimum level for ESL classes. Tutoring at tutoring centers funded through EOPS, Voc. Ed., and the State; the forms and requirements to monitor this are ridiculous. To provide help for these students, we need to provide tutors.

3. Legislature has given, by inaction, a charge to community colleges to handle all 18+ students. We need to reach out for economic reasons to pull in people. When we pull them in, we need to have something for them. They belong, we need them, but we are not ready for them.

4. They're here, we need to deal with them. MET, during interviews, urged the students to take reading. Three instructional teachers teaching Math W. There are three tutors; it's estimated that 70% of the students need some kind of help in the Voc. Ed. area at City College.

5. There are two basic groups, maybe more. The first group is where there is a skill level deficiency and motivation deficiency. This individual doesn't know what we can do there. The second group where there is a skill level deficiency but the person is ready to learn, we need to treat them individually through assessment and prescription and follow-through.

6. Dealing with this kind of student is our charge. We have to meet their needs. It's an obligation. If anything we should limit the comprehensive college. We need to retrain instructors.

7. The educational system is out of wack. High schools should do remedial work not us. We should not water down but put pressure on high schools at the board level. There should be a certain standard for admission. A trend away from supporting an entrance level; no transfer without a clear record.

8. We need to develop exploratory courses or labs for helping students explore their readiness to do certain things.

9. We've promised the below college-level student classes and financial aid. We don't have the courses to offer at the remedial level. A possibility, a core of 12 units with three levels at least. This core of 12 units would be in remedial work and there would be three levels then of remedial work. What do we mean regarding mainstreaming, particularly regarding handicapped students? How far do we go to set up classes for them? What is the curriculum for them?

When are they mainstreamed? Assessment tools are very important. The ill-prepared student is what we're here for. What is college-level work? We are here to serve adults. Vocational including developmental, college prep, general interest. We should take them from where they are to where they wish to go. We will have to tell some that they can't make it.

10. The State seems to be moving towards defining what our levels are. This person feels that we ought to have a pre-college college. A person enrolls in the pre-college college and then when he meets certain criteria, he can transfer into the full college. Unfortunately, community colleges have grown at the expense of quality.

11. Experiential learning can be an element here. Multi-level courses in general education. Look at credit/no-credit definition. This person is worried about apprenticeship programs taking over.

12. Remediation is what we should do. But at what level? Will competency exams relieve the pressure? Needs to be more individualization.

13. We have to help them. We are training for citizenship.

14. We need a pre-college college. Some instructors are outraged at the handicapped students who are given to them but some other instructors are helping considerably. It depends upon the discipline and the person. We need to have a basic skills program in place with a full staff.

15. Our role is not to educate those who are not prepared. This is an adult-ed role. What is college-level? We need to define this. We should not recruit these kinds of students but if they come, we should have basic skills for them. If we don't, we create a syndrome of failure rather than success. We need to look to adult-ed and work with the K through 12 people. Basic skills should not be a major priority. Screening is necessary. We need to open the door at the college level but not at the below college level.

16. What is college-level work? A person out of school for 20 years, where is he? Assessment Center is helpful here. Is remediation our function? We will need to follow up after assessment and provide courses for people who have gone through assessment and do not meet college level, whatever that is. Look at the short-term, compacted courses for skill development.

17. Somebody needs to work with the 18+ year olds. Not it is unclear who should. ROP, adult-ed, community college, etc. The 18+ year old needs to be treated by adults. We need the whole thing straightened out at the State level.

18. Given the mission of the community college, we need to serve them. This need should be built on a diagnosis, prescription and intervention model. There is a limit to what we can deal with. We are now encountering many special interests. For example, learning disabilities. We don't have places for all students. If we were to go to an open-entry, we could not do this now because it is not possible with the current staff. We need a great deal of retraining to provide that option. Given a green light with existing resources, in a year we could have a full service. Taking the current pieces and putting them together differently.

"CONSIDER THE WHOLE INSTRUCTIONAL PROCESS. WHAT IS THE MOST IMPORTANT ELEMENT IN THE PROCESS AND DO WE GIVE THIS ELEMENT PROPER ATTENTION IN PRACTICE?"

1. What happens between the teacher and the student. The cognitive and affective interaction. Interaction between the heads and the hearts. We don't concentrate on this interaction from the Board down. We don't deal with it directly. On the quantitative level, some; on the qualitative level, none.

2. The student/teacher relationship. There needs to be flexibility in delivery modes on the part of the teacher. We need an instructional development group. We don't, in practice, emphasize this. The point seems to be too obvious to emphasize. Lowering standards is not the answer. We accept change too quickly. We could become paranoid about WSCH. We need to withdraw the threat. We need to lay off WSCH.

3. The faculty, not the administration. If it is to take place, it takes place with the faculty. Yes, we do support the faculty on a whole. People are generally working for the faculty. If they are effective, it is hard to tell. Effectiveness is now measured by the amount of energy expended. If we keep expending energy in a direction we may not be being effective. The teacher/student relationship. Yes, we do give this first weight. Teacher/student interface. Who do you define as we? The farther up the ladder you go, the less this interface has an effect. The single greatest criticism by people who see both sides is the insensitivity of the top people to this interface. If the pull towards the Board turns around, this may help. We need to insist upon upward mobile administrators.

4. Program enrichment courses, electives. Budgetary and staff restrictions don't allow us to offer the curriculum variety that would be possible. How do we determine what classes should be offered and what shouldn't and when? There needs to be priorities of instruction. The buck should be spent where the priority is.

5. People, the learner and the learnee.

6. Student/teacher meeting. What goes on here is important. We don't ask questions related to this. When the faculty admit fallibility, that they need help, the management doesn't come through so faculty backs off.

7. The learning that goes on and the transfer of that learning. Faculty need to be the catalyst partners in development. The basic content is not there. The best delivery system will not work. Relationship between the student and the teacher and all that that includes. An instructor who is aware can get easily discouraged with the mechanics. We need to see managers as supporters not as inhibitors. All the problems are related to administration. Need a curriculum technician to free the instructional dean for developmental purpose.

8. The cohesiveness of the campus programs, intercampus support, avoidance of duplication, interchange of faculty sharing process. The screw has tightened, we have been given the curse of unionism. Faculty need more involvement in the curriculum. If they are going to teach a class, they need to develop it. Would like an area curriculum committee from the division faculty. Intercampus meetings with like disciplines would also help.

9. Shot in the arm, or stop the death of curriculum or a program. The need to die with dignity (a course or program) calls for honesty on the part of faculty and administration. Repackaging some of the offerings, move from three units Monday, Wednesday, and Friday to other frameworks and have this explained to the students.

10. The student. Yes we do, except, we should have administrators teach.

11. The most important thing is the point about autonomy. Expediting and not hindering. District support not collator.

12. The student. They now have limited input if any. They need a mechanism for input. We get hung up in units, etc. Retraining to meet needs is difficult. We don't provide a carrot to change. Limited professional development. Now no sabbaticals. Do we really encourage redirection? Diversity is survival but we are inflexible or inadequate in the way we promote for the independent student. We have a poor handle on how to handle independent study. For example, what about contracting?

13. We're badly in need of projection figures for development. We need intercampus articulation of courses which are the same on both campuses and should be offered the same number of days per week.

14. Again, content change and class packaging to adjust to the needs of the "client". An overall flexibility in course packaging. There is a more pressing need for a fund to attend industry schools and updates rather than sabbatical leaves in the voc. ed. areas.

15. Basic skills. We need to develop new programs in the arts. New courses. We need to be out in the community.

16. We need to provide provisions for innovation, change, and creativity. We don't give this proper attention. We need to organize to provide for this.

17. We need to help students to find their educational goals and then help them meet those goals. This is both a counseling and an instructional function. Attrition exists often because students don't know why they are in a class. We also need to deal with how students learn. It is the faculty's job to recognize the variety of goals. What about the counselors? They should know better than any what our students' needs are and what is necessary to solve those needs. We need to help students set goals. The counselors frame of reference is probably generally transfer so goals are unrealistic for some students. Generally the counselors are academic snobs.

18. Learning, we don't deal with it as much as we should. We don't validate what we do in terms of the learning process. We don't give it proper attention. We get caught up in a bureaucratic maze of reporting requirements to the District. For example, Personnel doesn't work with Budget at the District Office. Information is the key. The District has it but still asks the campuses for it. We need to streamline the bureaucracy to have more people time available.

19. To serve the student as teachers; we fail miserably. We are using a 20 to 25 year old model. How can we serve the student as teachers? We need to have accountability for the teaching process. We need to make an effort in the institution to raise the consciousness for this accountability. Generally WSCH and lecture/lab scheduling mitigates against this. In terms of lecture/lab scheduling, this individual is referring to the difference in weighting the two. We need to restructure to allow developmental work. Process and dynamics are personnel problems. A lot has happened at the first level. The upper levels have problems. There seems to be a lack of fluidity, a lack of direction from the District. District dynamics do make a difference but there is a lack of direction. 11% of our students transfer. Do we spend 11% of our funds on those transfer students or do we spend more? Do we expend an inordinate amount for college transfer? We need to expend dollars where the output is.

APPENDIX 3

Teaching English in the Two-Year College

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